

The Church School Teacher

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THE CHURCH SCHOOL TEACHER

VOLUME XIX No. 10

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LAEL H. WESTBERG

Editor

RAYMOND A. VOGEELEY

C. E. LINDER

PAUL M. LINDBERG

EVELYN STARK

Editorial

Advisory Committee

COVER:

*Photo by Harold M.
Lambert*

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Come to the Manger

AS the Christmas season returns each year, Christians the world over hasten with joyful accord to worship the Saviour born in a humble stable. For centuries before the birth of our Saviour, earnest seekers watched for and yearned for the coming of the Messiah. During these long years of waiting there were prophets who accurately foretold that the Son of God would come, and that He would save the people from their sins.

And then, one night, there was a great event. In a most amazing way, announcement was made of the birth of a Saviour. Luke tells the wonderful story:

"And in that region there were shepherds out in the field, keeping watch over their flock by night. And an angel of the Lord appeared to them..."

"Come to the manger," the angel of the Lord invited the low-

ly shepherds. They came with haste; they saw with joy; they departed with blessings.

When the shepherds departed, they went back to the hills to tell the wonderful news of the birth of the Saviour to all who would listen. So it has been through all the ages. For those who have come to the manger and have believed that Christ is the Saviour of the world, there has been a newness of life. In Christ they see the promise of God, and they return to glorify and to praise Him.

Cuttings from *Come to the Manger*,
a Christmas service
for the church school.

Dear Father:

In reverence and humility we come to the manger. May we, like the shepherds of old, depart to *our* hills to tell the wondrous news of the birth of the Saviour. We are the church school teachers. We need thy abiding presence. AMEN.

From Your Director

Loyalty Sunday

In the American Lutheran Church, the third Sunday in November is Loyalty Sunday. This is a final reminder about it to you. In 1949 the Sunday school attendance report was 87 percent. Can we exceed that record this year? The total attendance should be higher than in 1949.

The Stewardship Department will provide various suggestions and materials for Loyalty Sunday. Your pastor has that information. He has probably ordered the supplies. Use them in your school and in your class.

The 300,000 Question

On the last Sunday of December, the very last day of the year, each church will establish its record for the year 1950. What will your mid-century Sunday school enrollment be? We wonder how close the American Lutheran Church will come to the goal of 300,000 enrolled in Sunday school by the end of 1950. A church-wide increase of 10 percent over 1949 will answer the question. There is still one month in which

By PASTOR R. A. VOGEELEY
American Lutheran Church

to continue your 1950 program of evangelism. Will your enrollment continue to grow in December?

A Parish Education Questionnaire

The Board of Parish Education will mail a questionnaire this year to secure more information about the teachers. Many questions have been asked. We do not know the answers. For example: How many men teach in our Sunday schools? How many teachers begin to teach each year? What training is given to our teachers before they begin to teach? What is the average span of service of teachers. What is the average age of the teachers? How many Sunday school teachers also teach in the vacation school? This information will help us to prepare certain materials more specifically and give us a more accurate picture of our schools. We are relying upon each school to provide the information.

Forward in Parish Education

Your fall program and its emphases, "Come, Learn, Serve with us," has now been in force for

some time. What progress is your pre-service training class making so that you will have some trained teachers to meet your needs in September 1951? What in-service training course are your regular teachers studying? Have your workers' conferences, or teachers' meetings, been more helpful for your teachers? Has the interest in your parish education program increased? Is attendance more regular? How many more people are now studying God's Word in your school? Are teachers spending more time in preparing their lessons and in visiting their pupils?

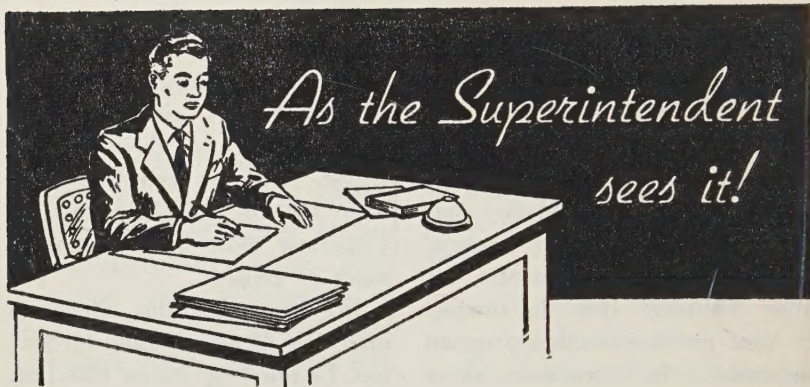
The answers help to indicate how effectively your Sunday school is accomplishing its work of leading boys, girls, men, and women close to their Saviour whose birth we celebrate soon. Your faithful work helps to make Christmas more blessed to thousands of people.

We pray that this Christmas may have deeper meaning for you, too. In this busy season take time to think of Him who has given the Great Commission. Let His presence guide and enrich you. Humbly kneel before Him, our eternal God and King.

Nothing really becomes vital until it becomes local.

Chesterton.

Has the teacher's workshop or institute become "local" with you yet?



The Best Superintendent I Have Known

By W. G. MONTGOMERY

HE was not the best because he did big things, but because he never overlooked the many little things. And yet all the little things added up to one big thing, the best church school I have ever seen.

When Adolph Johnston took over as superintendent, the school was pretty well run down, and yet within less than two years, the attendance was nearly twice as large as the church membership, as it should be.

What was the secret of this rapid growth? Well, I observed closely his working methods, and I believe I found something that

might be helpful to many other superintendents.

Let me say that I have met many superintendents and leaders in the church, and have studied their methods and techniques. While all of them are successful, I am free to say that Adolph Johnston has produced better results in his school than has any other leader I have ever known. Would you like to take a look at this man and his work?

Well, to begin with, Adolph is not an expert, his education is no better than what you will find among a number of persons in almost any school, and when asked

to accept the place he hesitated, explaining that he was not capable of filling the position of superintendent. And, for these reasons, I feel that what Adolph has done can be done by thousands of others who may not be doing so well right now.

Never Complains

Here is what I noticed about this man. He does not give his time grudgingly, never becomes impatient, nor leaves the impression that he is making a sacrifice for the school. While he is dynamic and positive, I have never seen him irritated nor heard him use a harsh word about anyone. He does not complain and does not criticise.

There is no rule or ruin in his disposition. One striking trait I noticed is that he keeps himself in the background as much as possible. I would say that he leads by following more than he does by being out in front.

This does not mean that he is a yes man. He has strong convictions about what is right, and stands for it in a Christian way, but never antagonizes those who may differ with him. And he shows no superior feeling whatever. While he has built up the largest school that church has ever

had, he takes no credit for himself. When I complimented him on doing such a wonderful piece of work, he replied, "Why, Mr. Montgomery, I didn't do it. You see the school has built itself. About all I do is to be here, and maybe make suggestions now and then. It is the teachers and pupils together who have gone on and done this big thing."

Of, course, the teachers have a different story. They trace all this big growth directly to the influence Mr. Johnston has with the school. Said one teacher: "All of us are loyal to our superintendent. Anything he wishes, becomes our will. He will tell you that he doesn't do anything, but I know better. He's the busiest man in the church, constantly doing things that no one else would think of. And he does them in such a way as to attract no attention to himself."

Delegates Duties

Now, I notice that Adolph Johnston never does anything he can get someone else to do, with the result that I found more persons performing definite tasks in his school than I have ever seen elsewhere. His school on Sunday is like a beehive on a warm summer morning. He has put all

these people to work without showing any authority or claiming any credit for himself, and has done it merely by making suggestions, expressing wishes, and offering a bit of praise to his helpers.

Adolph's manner reminds me of what a world renowned leader once said: "I would like to reform the whole world if I could do so without my own presence being known," which, I think, is the spirit all great leaders possess.

I learned also that Mr. Johnston's job is not just a Sunday job. He is at it all the time. He has shown that it is the continuous service week after week that counts, and not the sporadic, inconstant type, though it be brilliant and put over a few big occasions during the year.

Never Partial

I notice, too, that he does not serve any one group to the neglect of others. All ages, classes, and organizations get equal attention. I have known the aged or infirm to be neglected in favor of the youthful. Too often these older people find themselves sitting in lonely places in the midst of Sunday school and church work. But not in Johnston's school. He plans for youth and age and all between. He seems to omit nothing in the

way of warm words and encouraging remarks to all ages, groups, classes and teachers, with the result that he has the love and loyalty of the whole community, even of those who do not attend. As he dropped in on class after class briefly during the study period and recitation, I saw that his presence stimulated and brightened up the pupils. If a class or teacher were looking down, he left them looking up.

I learned that he has perfect harmony in his board meetings. He avoids arguments and takes no sides with one opinion as against another in deciding questions at issue. When a problem arises where there is a difference of opinion, he merely points out what he thinks are the good points, and possibly the bad ones on each side, and then leaves it to the board to pursue one course or the other, or select a different one. As a rule, he gets his way.

Showing this perfect fairness to all concerned has done away with the wrangles and petty disputes which I am told formerly beset board meetings under other superintendents.

Now, what I have said here might lead you to think that this

Turn to page 32

More Highlights from Toronto

By AINA ABRAHAMSON

Lansing, Michigan

Additional Suggestions

To those churches desiring a more effective Christian education program, several suggestions were made. Good teachers are essential. The key person in this critical moment of history is the teacher of a child, for the most efficient way to make history is to plant a thought in the heart of a child. It takes people who have not the time to teach, for they are the kind of busy, capable men and women children want to imitate. They are the kind of men and women who realize that in Christian education you can multiply your life by ten. That is something you cannot do with the tag end of your time. It is hard work being the best teacher possible, but it produces a lovely chain reaction.

Use the agencies and methods already set up to help teachers and administrators. Suggest, modify, and expand these present agencies. Strive for an elasticity in your program and methods which will encourage the creativeness of the individual teacher. Grade the progress in your school to meet the stages of development of the

children, not necessarily their ages. Appeal to various areas of the children's interests: recreation, appreciation, worship, service. Appeal to the intertwining relationships of the child: things, nature, others, home, community, nation, church, self, and God. Christ is the Redeemer of the whole man, not only a segment of him. Christian education must have a total program which leaves nothing to chance.

Know! Live! Sacrifice!

When asked to summarize the essentials of Christian education, one member of a discussion group listed these three:

1. Know: A living vital knowledge of what we believe, with a constant revitalization of that faith in a personal relation to Christ.

2. Live: Only he who is a living gospel can be an effective teacher.

3. Sacrifice: Be willing to risk all for your belief. The potency of this last point is very apparent in many countries today.

Kagawa, world-renowned evangelist from Japan, addressed one

of the evening plenary sessions, held in the Coliseum of the Canadian National Exhibition. He emphasized that we must bring Christian education to the child or there will be no chance for a habitable world. We must reach the youth, who will be the adults of tomorrow. One invaluable aid for the teacher is prayer. He warned that we have no right to forget prayer for the individual pupil if we expect to be effective teachers who will win souls. In mentioning his interest in teaching the child about God as the Creator, he suggested that city and rural churches exchange pupils for a short time, for the mutual benefit of both. Other evening sessions included addresses by Dean Luther Weigle, Charles Malik from Lebanon, Bishop Neill of England, Lord Mackintosh of Halifax, and C. W. Li of China.

Toronto Broke Barriers

Often it seems that the divisions of the church are more evident than its basic unity. But here in Toronto all such barriers seemed absent. There was not even a place on the identification tag for denomination, only the person's name and country. Common problems of the Christian education

program were discussed, great hymns of the church were sung, without any reference to minor differences. This feeling of ecumenicity relaxed long enough to let us enjoy meeting in denominational groups on Monday evening. Those who planned the Lutheran rally were pleased when almost 300 packed the new St. Ansgar's Church, and listened to greeting from sister churches all over the world.

The people of Toronto and of all Canada are to be commended for their gracious hospitality. All overseas delegates were housed in church homes of the city, and all others were efficiently cared for by a committee of over 150 members. Sunday school pupils and teachers all over the Dominion of Canada had signed a huge welcome book, containing 27,242 signatures, each signature representing also a donation of one dollar. This amount of money helped to make the convention possible.

As one Toronto reporter wrote, "We pray that the world-wide fellowship in Christ, felt here this week, may be carried to the countries represented here, and that the whole world may exalt Jesus Christ as Teacher and Lord."

Teaching the Christian Growth Series

Beginners II, Second Quarter

By MRS. MARIE SHUPE

American Lutheran Church

IT IS time to look ahead to the material for a new quarter, the second quarter of the 1950-51 church school year, and to plan for the most effective use of that material.

There must be two types of planning in force all the time: long range planning for the entire quarter, and immediate planning for next Sunday's session. Because of the variableness of the date of Easter, there must often be a shifting in the order of the lessons for the January-March quarter. Get out your new calendar and see what happens this year. Easter comes on March 25, which is the twelfth Sunday in 1951. There are the usual thirteen lessons in this quarter's material, the last of which is the Palm Sunday lesson. The Easter lesson will be found in the third quarter of material. Obviously, each teacher will have to make her own adjustments, but she will most certainly want to

teach the Palm Sunday and Easter lessons on the proper dates. The following schedule is suggested: (Notice there are but 12 Sundays January through March)

UNIT A. GOD SPEAKS TO US

Lessons 1-4 as indicated for January 7 to 28.

UNIT B. BIBLE HOMES

Lessons 5 and 6, postponed for later use. Lessons 7 and 8, February 4 and 11.

UNIT C. JESUS THE CHILDREN'S FRIEND

Lessons 9-12, February 18 to March 11. Lesson 13, Palm Sunday, March 18. Lesson 1, Third Quarter, Easter, March 25. Lessons 5 and 6 will be needed later, one in the Third Quarter and one in the Fourth.

A Letter to Teachers

Read carefully "A Letter to Teachers of Beginners" on pages 5 and 6 in your Teacher's Guide. As is indicated at the beginning of this letter a Teacher's Guide

is just that, a guide, and you will adjust it to meet the needs of the children in *your* congregation and in *your* situation. Examine the timetable suggested for Lesson 1. No timetable will work exactly as planned, but it will help to avoid an unbalanced and therefore an incomplete session. Some teachers will prefer to begin the worship period immediately rather than allow the extra ten minutes for pre-session activity. Delaying group activity may result in unnecessary tardiness.

Have you ever tried making an outline of your lesson plan with black crayon on a full sheet of paper and thumbtacking it on the wall in such a place that you can see it at all times? The children will probably not notice it, and cannot read it if they do, and you know from past experience how elusive that small sheet of lesson plans can be. This simple device frees the teacher from any obvious use of a written lesson plan.

Consider the Session Plans

As the Children Arrive. There are many excellent ideas suggested from which to choose your pre-session activities. Do not feel you must use all of them or limit yourself to the ones suggested, but

do plan, by all means, to have something interesting, and if possible. Something related to the lesson which will be taught following the pre-session.

Worship. Note the various places in the lesson plans for the worship service. Most teachers open the session with worship. Perhaps you might try having it after the story occasionally or at the conclusion of the session. In Lesson 1, you will probably want to add several hymns which the children know, as well as the reading of the day's verse from the Bible. For the remaining lessons, the outlines for worship may well be followed as suggested.

Introducing the Story. Sometimes it may take almost as long to introduce the story as to tell it. Sometimes the introduction may be very brief. The explanation of unfamiliar words, informal conversation about pictures or objects, and an exchange of experiences may direct the children's thinking into the lesson theme for the day, and should result in interested attention.

The Story. For both teachers and children, the story is usually the high point in the session. Not all the stories in this quarter are Bible stories. For those teachers

who wish to tell a Bible story each week, it is suggested that they omit some of the printed stories in the Teacher's Guide and substitute Bible stories for them. By reading from the Revised Standard Version and a good Bible story book, teachers may be helped to tell the stories interestingly and still keep them authentic. "Marian's Big Book of Bible Stories" by Schoolland is an excellent book for teachers of young children. For those teachers who object to making Bible stories fanciful and highly imaginative, it is suggested that they merely follow the Bible narrative more closely.

Leaflet Stories

The remainder of this article will deal with the stories in the Teacher's Guide and in the Pupils' Leaflets.

SESSION 1. *Lesson 1*

The story in the Teacher's Guide is interestingly told. It is to be regretted that it does not appear in the child's paper, which in many instances may be the only religious literature which will go into the home. Furthermore, it seems doubtful if a normal five-year-old would react to a picture as Terry did in the story in the leaflet.

SESSION 2. *Lesson 2*

For four and five-year-olds living in certain sections of our country and who may never have seen snow, teachers will need to explain this lesson in much detail. They may include in the conversation other instances in which the world tells us about God by referring to such passages as Genesis 1:3 and 5, as we read how God made day and night; Psalm 74:17, about winter and summer; Psalm 147:18, about the wind; and Joel 2:23, about the rain; the Song of Solomon 2:11-12, about the seasons; Matthew 6:26, about God's care of the birds; and Psalm 104:14, about growing things for cattle and for man. From any or all of these verses a teacher can find all kinds of evidence of God's care in nature. "My Bible Book" by Janie Walker is an excellent book to have on hand for this lesson.

SESSION 3. *Lesson 3*

Make use of the suggestion for having the children realize that the story you tell is from God's Book, the Bible. Occasionally say to the children something like this, "I know this story is true because I read it in the Bible." You may wish to change the title of the booklet which the children are to

make, to avoid any confusion that might arise in the child's mind if you call it a Bible.

SESSION 4. *Lesson 4*

Another alternative procedure in addition to that given at the top of page 23 in the Teacher's Guide is to make the account of the Boy Jesus learning about God in the temple the basis for a story which could be made to help children realize that we, too, go to our church to learn about God. For that story read Luke 2:41-49. This same story will be told eight months later in this department, but for a somewhat different purpose. Its repetition, therefore, will not be monotonous.

SESSION 5. *Lesson 7*

This is another beautiful story for little children. Tell them it is in the Bible, show them where it is found, and suggest that they ask some one at home to read it to them. Then write on each child's leaflet this note: "Read 2 Kings 4:8-11 for today's Bible story."

SESSION 6. *Lesson 8*

Explain to the children that the Bible does not tell us much about Jesus' home, but that we know it must have been like the other homes in Nazareth. Then your story will be what *probably*

happened when Jesus was a little boy, and lived with Mary and Joseph in Nazareth. If you read or tell the story in the leaflet, make sure that the children know what is meant by a "dream."

SESSION 7. *Lesson 9*

The picture on the cover of the leaflet beautifully illustrates the Bible story. Since no story goes into the home today, make this a picture story by reading the story into the picture so the children may remember it and read the picture at home. Below the picture on each leaflet write, "Mark 9:33-37," as a suggestion for parents whose child may say, "Tell me the story."

SESSION 8. *Lesson 10*

Perhaps most teachers will prefer to follow the Bible narrative more closely in telling today's story. Read the first fourteen verses from the sixth chapter of John (R. S. V.) and have a good Bible story book for your basis. Read the picture on pages 2 and 3 of the leaflet.

SESSION 9. *Lesson 11*

This story is well told. The miracles are interesting and exciting and full of appeal to children. The danger in the method of presenting the miracle stories is mentioned under *Summing Up*

(page 56). Read this paragraph carefully. Use the outline on the back of the leaflet for a make-up story.

SESSION 10. *Lesson 12*

This story is a continuation of last Sunday's story, namely that Jesus is a kind Friend who helped people in Bible times and who helps us today. Emphasize to the children that Jesus was able to do all the wonderful things He did because He was God's Son. Make full use of the picture study. This is an excellent device to obtain fuller pupil participation.

SESSION 11. *Lesson 13*

Read again the suggestions for having a special Palm Sunday service (page 43). Plan well in advance what you will do and whom you will invite. It might be preferable to invite one or both parents of each member of the class rather than another class or department for this service. Include in the story both the material in the Teacher's Guide and the Leaflet if you can do so with-

out making it unduly long. Review the story by using flannel-graph. The worship suggestions may be used very effectively in closing. Allow ample time for singing. This is a day for happy songs of praise.

SESSION 12. *Lesson 1 of next quarter*

Easter is a happy day. You may want to include a bit of the Good Friday story, but the resurrection and what it means to us is well brought out in the child's leaflet. The suggestions for dramatizing the story will help to make it live in the minds of the children. It is suggested that the teacher first tell the story without visual aid, then review by means of dramatization. Beautiful flowers and special music help the children to feel that this is a festival occasion.

The Parents' Part

Good suggestions are found in most of the leaflets under this heading. Lose no opportunity to call these to the attention of parents.

Childhood shows the man as morning shows the day.

Milton.

Teaching the Christian Growth Series

Primary I, Second Quarter

By ERNESTINE SANDEN

Assistant to the Director of Parish Education

Augustana Lutheran Church

THIS was to have been a discussion of the *Christian Growth Series, Primary Course I, Second Quarter*. However, the plans given in the Teachers' Guide are so basically fine and adaptable to varying conditions, nothing need be added, it seems to us. So we have decided to write about some of the questions which were commonly raised in the Primary Department of Teachers' Workshops conducted the past summer by the Board of Parish Education of the Augustana Lutheran Church. We believe that such discussion will be of help to all of you and act as a summary for some of those who attended these workshops.

QUESTION 1. *How shall we proceed to get a higher percentage of retention in Bible Memory Work?*

ANSWER: First of all, we must be sure that the child really understands the Bible verse he is

to remember. Retention depends largely on comprehension. Help him to apply the meaning of the verse to his life. When this is done the work of memorizing can begin.

Different drills and activity may be used in the process of memorization. Here are a few varied examples:

a. Write the complete Bible verse on the blackboard or on a large sheet of paper in manuscript. Make certain the class is familiar with all the words and phrases as they appear on the board or paper. Then while the children close their eyes, erase or cover one of the principal words in the verse. As the children open their eyes give them a moment to discover which word is gone, and then have the class read the whole verse including the missing word. Repeat the process until many of the principal words are missing. Finally, erase the whole verse. The class should be able to say it now.

b. The teacher may give part of the Bible verse, and ask the various children to complete the verse repeating what has been given.

c. A simple wall motto can be made by the children for the week's Bible verse, taken home, and hung in their rooms. They will probably read it over several times during the week and parents will welcome an aid to bedtime devotion.

d. A small booklet or chart could be made by each child in or on which the Bible verse will be written after the next Sunday's review. The booklet or chart can be taken home at the end of the unit. The combination of this activity with the suggested wall motto would be a great help in the retention of Bible verses.

e. Primary children like to find their memory verses in the Bible. This, too, will help retention especially if the children are encouraged, also, to find and read the verse in a Bible at home.

f. Many of the Teachers' Guides suggest that the Bible verses for the unit be written in manuscript on large cardboards, placed about the room at the child's eye level, and reviewed each Sunday. A variation of the

same idea is the unit Bible verse chart on which the Bible verses are added as they are introduced. Teachers find it good to refer to such charts, and the early comers will be seen reading them. Consistent use of this means would do much to increase retention.

It is my suggestion that the methods chosen be used throughout the Primary Department so that all the classes benefit from the drill and activity. Better results are always gained when the projects attempted are carried out by all the teachers in the department. Primary teachers, plan together!

QUESTION 2. *What shall we do in order to teach the Primary children the number of songs suggested in the short time we have on Sunday?*

ANSWER: It is general knowledge that the Primary song is taught by rote. Since the third graders are approaching a fair degree of reading skill some have found that by making unit song charts in manuscript and placing them at a visible level more songs can be used and more can be learned. The third graders enjoy being the choir for the more difficult songs until the other chil-

dren have learned the song and can join with the rest.

QUESTION 3. *If we do not have space for tables and chairs, how can we carry out the various writing, drawing, and coloring activities suggested?*

ANSWER: Under such circumstances the teachers will have to educate and agitate until the necessary space is provided, but in the meantime a very simple thing can be done. Have lap boards cut from composition board which has at least one smooth side. With these the children can either work on their laps or place the board on the chair or bench, and kneel at their work. Parents may complain that the knees get dirty at church school, but maybe even that will hasten the church building program.

QUESTION 4. *We feel that the children are not as careful with their leaflets as they might be. Many lose them. How can we get the children to keep their leaflets in a neat and orderly way?*

ANSWER: This is a problem with which Beginner and Primary teachers have struggled for many years, even before the advent of the Christian Growth material.

Some have been using the covers prepared and sold by the publishing houses. These come with three separate rings which are often impossible for most children and many teachers to open. Others do not use the rings, but put the booklets together with cord or yarn. At the best these are great time wasters because of the difficulty of getting the new leaflet into the booklet each Sunday.

Another group is making up booklets for each unit of study and thus avoiding placing the leaflet in the booklet each Sunday. This method has its merit because the booklets are new with each unit and the children make an appropriate cover. But getting the booklets to church is not easy.

It has been suggested that a sturdy three-ring notebook with a spring opening be purchased for or by each child. If this is done it will be an easy matter to put the new leaflet in each Sunday and the notebook would be strong enough to keep the leaflets in good condition. Parents could be asked to help the children form the habit of bringing the notebook each Sunday.

QUESTION 5. *When the children enter first grade they usually*

develop an increased interest in books and what they contain. Should not our first graders in the church school receive a Bible story book to keep?

ANSWER: This question is more or less a suggestion, and a very good one. It would be starting things right if each child entering the Primary Department could receive from his church, his church school, or his parents a good Bible story book.

Some schools are giving the children sturdy Bibles upon entering the Junior Department. A complete Bible history such as the one by J. Vincent Nordgren could well be added at the same time to give the child a chronological knowledge of Bible events and generally help him with his Bible study.

When the Intermediate pupil receives his Bible at the beginning of confirmation instruction there should be very little doubt in his mind that his church has been

concerned about his Christian growth and development. He should have had supplementary material of the right kind to use in his home throughout the years.

The selection of a Bible story book for the Primary children should be carefully done. Be sure that it is Biblically correct, well illustrated, and of Primary level. Write or visit your church publishing house, and ask for samples of several such books. Then make your selection after you have read them all. Please do not depend upon another's judgment unless you are very sure of his understanding of what is needed.

May yours be a happy post-Christmas and Lenten season as you sit at the Master's feet and listen to His teaching through a personal study of the Biblical basis of each lesson. May your groups be led into a greater knowledge of their part in their church, and a deeper understanding of the love of Jesus for them.

"The people that walked in darkness have seen a great light; they that dwelt in the land of the shadow of death, upon them hath the light shined."

Isaiah 9: 2

Teaching the Christian Growth Series

Junior I, Second Quarter

By MRS. ELLA M. OSTEN

Board of Parish Education, American Lutheran Church

A GOOD way to begin planning for the second quarter's work is to take the Teacher's Guide, the Study Book, your loose-leaf notebook, your Bible and other helps, and a calendar. You see there is a time schedule to watch again this quarter. There are only twelve Sundays in this quarter instead of the usual thirteen. Easter Sunday is March 25. Notice that the twelfth lesson will be fine to use on Easter Sunday since it deals with the Risen Christ. So you may follow the schedule of twelve lessons as found in your quarterly. The thirteenth lesson is a review of the quarter's work so that may have to be dropped.

Now let us take a look at your class. Some of you will have Juniors who are in the fourth grade, others will have fifth graders, and the rest will have sixth graders. Certainly there will be a difference in their ability to read, write, and spell. The older Juniors will

be able to reason things out better than the younger children. Then, too, the older Juniors should have a better background of Bible knowledge and be more skillful in using their Bibles. All these things you will have to consider as you plan your lessons.

Time Schedule and Planning

Now consider the time schedule. How much time have you on Sunday morning for your class? Are you making use of every minute? Do you go right into your lesson without wasting a second? And are the children ready and eager to go to work? You will be able to accomplish so much more if no time is lost in taking up offerings, checking attendance, and other minor details. Offerings should be taken in the worship service with Juniors acting as ushers. They are happy for some responsibility, and it is good training if you see to it that it is done in a proper manner. Make it important. Let Juniors feel that they

are really *junior members* of the church and have a responsibility, too.

Studying the Material

Now to your planning. Our course is entitled, "The Life of Christ for Juniors." You will have an abundance of excellent teaching material. Aim carefully, choose wisely, and teach well, three good rules for every teacher. Even the youngest class of Juniors should be familiar with many facts about Jesus' life which they will need for these lessons. Encourage them to recall stories that they have had. Urge them to read any books containing stories of Jesus which they may have at home. Ask them to report on things they know or can find at home. Have several Bible story books at hand which they may use. Then all Juniors should be encouraged to use their Bibles. If the time is short, assign one or two references to each pupil, and have him report for the class. Help the children to find the Gospels quickly and easily. All of us are familiar with the little drill of opening the Bible exactly in the center to find the Psalms. Tell the Juniors to find the middle of the last half of their Bibles. They should find the Gospels. So

a quick way to find something on the life of Jesus is to turn immediately to the last fourth of the Bible.

Write Your Plan

So much for the children. The teacher should have a good background of the lesson to be taught. Write out your lesson plan. State your aim in your own words. You know what your pupils need. Determine what you wish to accomplish in each lesson. Study all Bible references carefully. Plan your approach and the materials you will need to begin the lesson. Write down step by step what you plan to do. Plan to have the pupils work during the entire session. Use maps, pictures, charts, and books. Do not waste a minute. You will not if you have planned well.

Drill on the memory work. Be sure it is understood. Write it on the blackboard or chart. Talk about it, underline difficult words or words that are not familiar. Read it together, use it as a responsive reading, or as a bit of choral reading, giving a boy a part here, a girl a part there. Then use it in the opening worship.

Presession Time

Presession time is a good time to check on assignments, receive

reports, plan activities, work on scrapbook or chart, or prepare something for the lesson. Make some lists where all can see them: a list of the disciples, a list of towns, a list of stories as on page 25 of the Study Book. Make a chart of the Beatitudes, arranging them in groups on the chart. Put the first part of the Beatitude on one line, the other part on the next line. If arranged that way they can be used for various types of reading. Call attention to the eighth, or double Beatitude. Explain that all may be called "Jesus' Rules of Happiness." Some of the pupils may enjoy making mottoes of some of them. Others may want to illustrate some of them. A large sheet of newsprint, paper tablecloth, the smooth kind, or wrapping paper will make a fine chart. Or, you might make a frieze of the Beatitudes, letting various pupils print or letter them on sheets of paper, then arranging these side by side as a panel of verses on the wall.

In all these lessons help the Juniors see Jesus as someone who had a great work to do, who had great courage to face His foes, and finally paid the price for the redemption of all people. Help them to understand that they, too, can be disciples of Jesus, daring to do things that are right, being kind to others, and helping them to know Jesus.

Share With Parents

As you begin this quarter's work inform the parents of your class what you plan to do this quarter. Enlist their co-operation and tell them what you expect of the children as far as home assignments are concerned. Invite them to come to visit the class or make this a class project in which the pupils plan to help their parents learn more of the work they are doing in church school. Then may you all, teacher, pupils, and parents, experience new joy this Easter as you have helped each other to know Him better.

When told by her Sunday school teacher that "God is everywhere but we can not see Him," the little daughter of an optometrist exclaimed, "I'm sure we could with a pair of my father's glasses."

Teaching the Christian Growth Series

Intermediate I, Second Quarter

By ALBERTA PETERSON

*Assistant to the Director of Parish Education
Augustana Lutheran Church*

IF your teaching is losing its glow these days, no doubt you have common company, for even the best teachers hit the doldrums occasionally. It is our hope that, through this article, there will stir a fresh breeze which will send you Intermediate teachers into a period of great expectations as you teach God's Word in the next quarterly.

A Desired Outcome

Let us pause on the very title. Are you sufficiently acquainted with the desired outcomes of the Christian Growth Series so the words "fellowship with God" have a familiar sound? Check page 4 of the Teacher's Guide. Observe, in print, that our chief aim in teaching is to arouse our children to a fellowship with God. The quarterly gives splendid field for work as it covers the Lord's Prayer and the sacraments. This subject matter occurs at a golden time in the child's life. Confirmation is either approaching or

it is in the immediate past. To be sure, the same study material is covered in the pastor's confirmation class, but the church school class gives the teacher occasion to amplify the pastor's teaching. The quarterly includes a lesson on the Lord's Supper. It occurs at a perfect time for giving background and understanding for this holy act. The thirteen lessons are literally crying out to be taught to our Intermediates! You are the teacher. The opportunity is yours.

Before we consider the quarterly in more logical sequence, let me say that we have studied the book to its last page. We have in mind a *whole* picture and we know precisely what we wish to do when the quarterly ends. We want our class of Intermediates to sponsor a worship service. More about that later. However, we will surely let them in (the Intermediates) on that dream as soon as we begin Lesson 1. Why? Because we believe in motivated teaching.

Keep Continuity

Just a word about the contents of the quarterly. It deals with the last three parts of the Catechism. Immediately here is a caution. The first quarter covered the Commandments and the Creed. Let there be no obvious break from one book to the next. Rather, let the class feel the smooth continuity of six full months of studying Luther's Catechism. Whether the work jogs and jars or becomes an even flow is your responsibility. To help the cause, surround the class with Catechisms, old or new. It might develop into an exhibit. That would be fine. This might be the right time to supply the class with Luther's Small Catechism in the Christian Growth edition. It is inexpensive and may be had from your publisher.

Stimulating Drill

Catechism means drill. Drill can easily become a killing experience when we do not handle it with care. If it is a bore in your class, have you considered your methods? Do your students *understand* what they are memorizing? Are you, their teacher, giving them *help* in memorizing? These questions want affirmative answers.

Take care that you do not assign memory work until after it has emerged from classwork and has been discussed in a meaningful situation. Try memorizing together, aloud. There is joy that way. If you feel memory work is your special weakness, sacrifice something else for a while and concentrate in that area. But do not make it a dull diet. Find yourself a scheme and then follow through. Pit the boys against the girls. Hang up a graph, and chart progress. Bring in a little wholesome competition if you are not adverse to it. (We are not.) Use pages 65 and 66 in the Study Book. You do not have to save that chart for Lesson 13. Perhaps, as you go along, you could initial those blanks to indicate a selection which has been learned.

Lesson 13 is completely review, a fine thing. Impress on the class that half a year of Catechism study has been completed. Have we grown? No six months of Jesus' life wafted away without growth in wisdom and in favor with God. Prepare the class for a Catechism check, and then make something of it on that last Sunday. We would use the spelling bee technique with different rounds for each section.

Other Ideas

Does drill to you seem formal? Then happily there is every opportunity for spontaneous ways to attack these lessons. When we reach Lesson 8 we cannot resist a round-table discussion. "But deliver us from evil" is the subject. Men like Job, George Washington, Paul, Jesus, millionaires in the crash of 1929, all of them faced evil, but how differently. Introduce your project, then let your Intermediates have free, supervised study for half a period. What a stimulating discussion should follow. There will not be time for page 42 and its activity, but it will make a fitting assignment *after* the discussion.

I would surely try a dramatization, providing we had our own classroom. Lesson 6 includes the parable of the Wicked Servant; Lesson 7, the Rich Young Ruler; Lesson 13, the Publican and the Pharisee. Your Intermediates will interpret and "play" these parables with much conviction. All you need supply is the direction. Truths learned in such activity are not quickly forgotten.

Early in the Teacher's Guide there is a suggestion that a prayer book be made during the current study. This project has ramifying

possibilities. Original prayers, the outgrowth of Lesson 10, should surely be included. When the mimeograph runs copies of the book for each child, it would be no trouble at all to run others to be gifts to shut-ins.

The Sacraments

Something special needs to be said about Lessons 11 and 12. The subject here is the sacraments of Baptism and Holy Communion. In teaching these lessons we would not be nearly so concerned about following specific order on the printed page as we would be in first discovering exactly what our class understood about the sacraments. We are so prone to take too many things for granted. Do a bit of probing and you will soon know the extent of their understanding. Proceed from there, making generous use of the Catechism as together you study these sacraments.

In rounding out the study of Baptism and Communion, we would make an effort to have the class actually attend services of Baptism and Communion, the latter if the Intermediates are yet unconfirmed. We would precede that experience with advance preparation and follow it with discussion. If the approach has been

proper, a spirit of reverence and solemnity will underlie the visit.

Growth in Worship

One by-product to expect from this quarterly is development in the Intermediate's attitude toward worship and in his ability to worship. For ten successive Sundays prayer is the subject. Evidence of this study should appear in worship services in the church school. Each of the petitions could be the basis for a simple meditation on a specific Sunday. Weave in the many suggested hymns of thanks. Use the various Psalms mentioned in Lesson 9. Make Lesson 9 rise as a mighty climax in this study of prayer. Help the class have a new and ardent experience as they pray: "For thine is the kingdom, and the power, and the glory forever. Amen." Then let your personal prayer be that the Holy Spirit will touch them in such a way that some of your teaching will find lodging in the depths of their souls.

A Culmination

Do you still remember that, before beginning the quarterly, we had visions of a culminating activity? It would be a service of worship with its roots sunk into the quarterly. Plan it together. It

might have as Scripture lesson the first verses of Luke 11. We can hear those passages close with some voice singing the Lord's Prayer. Some child might wish to include a picture study of Durer's "Praying Hands." There are those Psalms studied in Lesson 9 and the prayers the children entered in their class prayer book. Do some of these things in choral speech. What about that dramatization of the Publican and the Pharisee? Would you care to polish the presentation just a bit and share its message with others?

Share With Others

These are merely suggestions. From them, and from your own teaching, you can cull and plan a service of worship. Use it some Sunday evening for the whole congregation; or Sunday morning for church school worship; or for a Junior Luther League service; or as worship when your class visits the local home for the aged. There is no limit, but always remember, it cannot be a displaying experience. It must be a sharing experience in which the children break open to others the Christian treasure they found while studying this Intermediate quarterly. So much depends upon you, for you are their teacher.

Teaching the Christian Growth Series

Senior I, Second Quarter

By THE REV. CARL J. FJELLMAN

*Department of Christianity
Upsala College, East Orange, N. J.*

THE QUARTER AS A WHOLE. With a course of study that covers as wide a range of material as this quarter's work, it is especially important for the teacher to keep constantly in mind the central, fundamental Christian doctrines that are the primary objectives. The distinctiveness and uniqueness of Christianity must be clearly presented.

Two expressions used in the lesson material may help to point up this need, namely, a *Christian philosophy of life* and *religion*. As long as *philosophy of life* is modified by *Christian* its danger is greatly reduced, but these two expressions remain slippery ones. They are slippery because of their extreme indefiniteness. It is a common point of view in our day to look upon having a philosophy of life as equivalent to being religious, and as long as a person is religious the particular content of his belief is considered unimportant.

Many spokesmen tell us that the religion of tomorrow will be an eclectic synthesis of truths from all religions. Such views are quite obviously unchristian. As a result it is important to watch closely the emphasis in the lesson books of contrasting *Christianity* and *religion* rather than speaking loosely of Christianity as a religion.

Distinctive Teachings

The positive approach which this need demands is a vital witness to the distinctive teachings of the Christian faith. As Christians we share some beliefs with Jews and other religious groups, but that which is distinctively Christian is both unique and basic to our faith, and is summed up in the Person of Christ. If God's action in Christ has lost any of its *punch* for you, Dorothy Sayer's small but valuable book, *Creed or Chaos*, can offer timely stimulation, especially the chapter on the drama of Christian dogma.

The suggestions that follow are in no sense attempts to put words in the teacher's mouth. The ideas offered may or may not be directly usable in the classroom. If they are not, the hope is that they will serve as reminders of what should be part of the teacher's backlog. For convenience they will be connected with specific lessons.

Lesson 1

It is difficult to discuss the Christian life without treating its varied aspects in some order of succession. Necessary as it is, it is not entirely satisfactory. In this connection the symbol of the circle used in Lesson 1 should be noted carefully as a guard against *serializing* Christian experience. The circle suggests the organic unity of the Christian life. For example, is the Church an end or a means? It is both. It is God's means of perpetuating and propagating the gospel, and yet it is an end in that there could be no Church until there were Christians. Today the Church assumes a necessary place at the beginning of the Christian life, and yet realizing the full potentialities of being a member of the Body of Christ is the end or goal for the Christian as well. God Himself is Beginning and End, Alpha and Omega.

Stressing the personal nature of God will aid in pointing up the necessity of revelation.

Lesson 2

The Teacher's Guide suggests that a full discussion of the relation between science and the Christian faith should not be attempted. But neither should this problem be avoided. High school students are constantly confronted with teachings of science that *appear* to conflict with Biblical teachings. This conflict is not a necessary one, but for young people it is often nonetheless real. The church school does not provide adequate time for this subject, but the teacher should be prepared to meet such legitimate questions as may arise. The pastor can suggest source material.

In attempting to speak of the nature of God it is well to remember that anything we can say falls short of that which we are trying to express. The student's growth in Christian thought will be greatly aided if he is taught early that words are only symbols, and that the inadequacy of man's statements about God does not reflect any inadequacy on the part of God.

Lessons 3 through 7 offer an excellent opportunity to emphasize

the important part that history plays in the Christian faith. It is here especially that Christianity can be clearly distinguished from other religions. Religion may be properly said to begin with God, but in the case of Christianity we can be more specific: Christianity begins with God's redemptive action in Christ. Jesus as the Christ of God and the Christ of history must always be the Church's chief antidote for the anemic idealism so often confused with Christianity. It is the Incarnation as the Supreme Event of history that clarifies the *narrow way* that is the Christian way.

Work of the Holy Spirit

The Holy Spirit is the Spirit of Christ, and the work of the Holy Spirit is the continuation of the work of Christ on earth (see Lesson 4). The doctrine of the Holy Spirit thus continues to emphasize the fact that God works continually in and through history to fulfill His purposes on behalf of men. The doctrinal forms in which men have attempted to express their Christian beliefs are evidence of God's continued activity in history and in men. Not in the sense that the verbal expressions themselves were phrased by God, but rather that these men

have been moved by His saving presence, and have tried to convey in words the content of their Christian experience.

Experience must always precede doctrine if it is to be vital and significant. This is clearly shown in the discussion of the doctrine of the Trinity in Lesson 5. If Christian doctrine sometimes appears cold and rigid, remember that it was originally molded in the heat of the Spirit's presence. It is that same Spirit that makes it possible for us to penetrate the crust of verbiage, and experience again the living truth that inspired the words. For us, as for the formulators of the doctrine, experience must come first, but we can never expect to have this experience unless we expose ourselves to their teaching.

Lesson 6

As in the case of doctrine, so with the Christian Scripture: experience preceded the writing. As Protestants we are apt to confuse ourselves in thinking of the relation of the Church and the sacred writings. The Church is not founded on the New Testament, rather the New Testament, as a collection of writings, is an outgrowth of the life of the Church. As such it is the prime example

of God's continued working in men. The Church is founded on Christ, the gospel, and the gospel of the risen victorious Lord was believed and preached, in other words the Church existed, before even the earliest New Testament books were put into writing. The Scriptures bear witness to the centrality of the Christ of history and are themselves evidence of the continuing work of His Spirit in history.

Lesson 7

The sacraments serve as present reminders of the historical definiteness of Christianity. We may frequently wonder why three particular elements, water, bread and wine, must be used. There is no need to attempt a proof of their theoretical necessity: they were instituted by Christ, and as a result keep us ever aware of the concreteness of our Christian faith.

The remaining lessons comprise the second unit, and deal with man's need and how the Christian faith, reviewed in Unit A, can meet this need.

Lessons 8 and 9

These Lessons show the contrast between man's present state and what he should be, and need to be approached with frankness and yet with tender care. Youth

tends to be optimistic and idealistic. This should be encouraged, and yet must be balanced with a realistic view of the world in which they will have to practise their optimistic idealism, as well as an understanding of their own limitations.

Our Christian faith presents us with an impossible ideal, whose relevance lies in its very impossibility. It is the unattainable nature of the good life as Jesus revealed it that keeps us conscious of our constant need of God's grace. Care must be taken to present this essential element of our Christian faith along with a winsome portrayal of the ideal of Christian perfection. Defeatism is not a Christian answer for this life any more than for eternity.

Lessons 10, 11, 12

Lesson 10 proceeds to deal with the Christian answer: God's power makes possible what man's impotence cannot achieve. In all true progress man's part is a subordinate one. Illustrations can be used to good advantage here. In erecting a building we must submit to the laws of the natural order as God has ordained them; in moral and spiritual living we also must submit ourselves to the laws of God. It is thus God Him-

self who makes the product possible.

Motivation is always an important part of teaching. In presenting the challenge of "Right Living" (Lesson 11) the motive for this kind of life should be carefully considered. Reward is an unworthy reason for being a Christian, and it ought to be discouraged as a motive for Christian living. The appeal should be found in the ideal itself, as summed up in the Person of Christ.

The sequence of lessons at this point deserves special consideration: the discussion of "Prayer and Worship" comes *after* the study of "Right Living." Worship and life are organically related, but the act of worship is the apex of Christian experience. Worship and prayer strengthen us for discipleship, but right conduct will lead us back to worship, and to a fuller and richer participation in this aspect of the Church's life. Young people should be particularly susceptible to the appeal of the Church as the "fellowship of the concerned," united by the recognition of a common need and worshiping together for strength in a common cause. In connection

with what has been said previously about the inadequacies of human thought about God, do not hesitate to call attention to the mystery and awe that should always be a part of humble Christian worship.

Lesson 13

Total stewardship is total consecration. It is the consecrated use of *all* of life that needs most to be stressed. This is not meant to reflect negatively on tithing, which is a much-needed guide toward an adequate stewardship of money. It should be remembered that no one can teach effectively what he does not believe. Teachers should carefully evaluate their own stewardship before approaching the class. Also, the tithe, or any other method of systematic giving, should not be approached as a legalistic requirement. Note Jesus' criticism of the Pharisees, who honored the tenth but abused the whole. The proper use of one tenth of our money, time or ability does not entitle us to use the remainder according to our own whims. All ten tenths must be used in accordance with the will of Him who saved us "from something for something."

Visual Helps

By BERNICE SWARD

Chairman, Christian Growth Committee
Augustana Lutheran Audio-Visual Association

Intermediate I, Second Quarter:

We Have Fellowship with God

LESSON 1

Why Should We Pray?

SVE Kodachrome Slides

- Cc713. Durer, Praying Hands.
- Ha657. Eli Instructs Samuel to Answer. (1 Samuel 31:21.)
- Ha695. King Hezekiah's Prayer in the Temple. (2 Kings 19:14-19.)
- Ha781. Christ's Prayer for Unity. (John 17:20-21.)
- Ha742. Jesus Passed the Whole Night in Prayer. (Matthew 6:12.)
- Cc133. Hofmann, Christ in Gethsemane.

LESSON 2

To Whom Do We Pray?

SVE Kodachrome Slides

- Ha735. Jesus and Nicodemus. (John 3:1-21.)

Filmstrips, SVE

- Christ and the Fine Arts. In the Fellowship of Prayer. 5 rolls. Purchase, \$7.50.

LESSON 3

Revering God and His Name

SVE Kodachrome Slides

- Ha644. Moses Teaching the People God's Commandments, Statutes and Judgments. (Deuteronomy 6:1-7.)
 - Ha72. The Sermon on the Mount. (Matthew 5:6.)
- Church-Craft Bible Story Slides*
- Jesus Teaches How to Pray. 3 slides. Purchase, \$1.80

LESSON 4

God's Way, Not Mine

SVE Kodachrome Slides

- Ha100. The Ten Virgins. (Matthew 25:1-3.)

- Ha101. The Talents. (Matthew 25:14-30.)

- Ha781. The Parable of the Mustard Seed. (Matthew 13:22.)

- Ha74. Jesus Tempted (Matthew 22:15-22.)

- Ha820. Paul Receives the Macedonian Call. (Acts 16:9-10.)

- Ha97. The Sower. (Mark 4:1-32.)

SVE Pictorials

- The Parables of Jesus. 33 pictures. Single frame, \$2.00.

LESSON 5

God's Interest in My Needs

SVE Kodachrome Slides

- Ha628. Bread Rains from Heaven. (Exodus 16:4.)

- Ha770. Jesus and the Leper. (Luke 5:12.)

LESSON 6

Forgiven and Forgiving

SVE Kodachrome Slides

- Cm717. Volk, Abraham Lincoln.
- Ar470. French, Statue of Lincoln, Lincoln Memorial, Washington, D. C.

- Ha620. Joseph Reveals Himself. (Genesis 45:9.)

- Ha72. The Sermon in the Mount. (Matthew 5:6.)

- Ha104. The Unmerciful Servant. (Matthew 18:21-35.)

LESSON 7

Facing Temptation

SVE Kodachrome Slides

- Ha55. Adam and Eve Driven Out of Paradise. (Genesis 3:1-24.)

- Cc553. Clementz, Christ and the Rich Young Ruler.

- Ha771. The Ambition of James and John. (Mark 10:35-45.)

Ha831. Paul's Letter to the Corinthians. (1 Corinthians 1:10-13.)

LESSON 8

When Trouble Threatens

SVE Kodachrome Slides

Ha870. Washington Prayed for His Country at Valley Forge.

Ha822. Paul and Silas Convert the Jailer at Philippi. (Acts 16:11-15.)

LESSON 9

Praising God

SVE Kodachrome Slides

Ha14. Annunciation. (Luke 1:26-38.)

Ha662. David Praising. (1 Samuel 16:23.)

LESSON 10

Praying Morning, Evening,

and at Meals

SVE Kodachrome Slides

Ha867. Family Praying Before Meal.

Ha868. The Bedtime Prayer.

Ha869. The Evening Prayer.

Ha819. Paul's Letter to Timothy (1 and 2 Timothy.)

Ha823. Thessalonians Reading Letter from Paul. (Acts 7:1-10.)

Ha749. Come Unto Me. (Matthew 11:28.)

Ha52. The Ascension. (Acts 1:9-11.)

LESSON 11

Using Our Baptism Daily

SVE Kodachrome Slides

Ha21. Baptism of Jesus. (Matthew 3:13-17.)

Ha280. The Baptism of Christ. (Matthew 3:16.)

S55. Symbol of Holy Baptism.

LESSON 12

Our Saviour's Nearest Presence

SVE Kodachrome Slides

Ha969. The Last Supper. Oberammergau Passion Play.

Cc670. Da Vinci, The Last Supper.

Ha38. The Institution of the Holy Eucharist. (Luke 22:19-20.)

Ha795. Sharing with Others. (Acts 2:41-47.)

LESSON 13

A Review of the Whole Catechism

SVE Kodachrome Slides

Ha95. Pharisee and the Publican. (Luke 18:18-30.)

Ha751. The Parable of the Mustard Seed. (Matthew 13:31-32.)

Ha728. And Jesus Advanced in Wisdom and Age and Grace with God and Man. (Luke 2:52.)

Filmstrip, Church-Craft

The Apostles' Creed. First, Second and Third Articles. \$25.00.

The Ten Commandments. \$20.00.

Junior I, Second Quarter: The Life of Jesus

Unit A. The Work Jesus Loved to Do. Lessons 1-4.

LESSON 1

Jesus Is Baptized by John

SVE Kodachrome Slides

Ha21. Baptism of Jesus. (Matthew 3:13-17.)

Ha280. The Baptism of Christ. (Matthew 3:16.)

Ch590. Greco, El. St. John, the Baptist.

Filmstrip, Cathedral

John the Baptist. (Luke.) \$2.50.

SVE Pictorial

The Childhood of Jesus. \$2.00.

Motion Picture, Cathedral

A Voice in the Wilderness. Sound.

Part I. 20 minutes. Rental, \$6.00.

Part II. 20 minutes. Rental, \$6.00. (John the Baptist.)

LESSON 2

Jesus Uses Helpers

SVE Kodachrome Slides

Ha23. Jesus Calling John and James to Be His Apostles. (Matthew 4:21-22.)

Ha71. Jesus Chooses Peter and Andrew to Help Him. (Matthew 4:18-20.)

Ha731. Andrew Brings Peter to Christ. (John 1:40-42.)

Filmstrip, Cathedral

Calling of Matthew. (Mark 2:13-22.) \$2.50.

(Not strictly Biblical; part of material is imaginative.)

Motion Picture, Church-Craft

Fishers of Men. 2 reels. \$6.00.

(The Call of Andrew and Peter to Discipleship.)

LESSON 3

Jesus Heals People

SVE Kodachrome Slides

Ha734. Jesus Cures Peter's Mother-in-law. (Mark 1:29-34.)

Ha748. Jesus Heals a Lame Man on the Sabbath at Bethsaida. (John 5:1-9.)

Ha33. Jesus Heals the Centurion's Son. (Matthew 8:5-13.)

Ha746. Jesus Restoring the Widow's Son. (Luke 7:36-50.)

Ha747. Christ Brings the Daughter of Jairus Back to Life. (Luke 8:41-56.)

Ha757. Cure of the Blind Man at Bethsaida. (Mark 8:22-27.)

Ha769. Jesus Gives Sight to the Man Born Blind. (John 9:1-41.)

Ha770. Jesus and the Leper. (Luke 5:12.)

Ha772. Jesus Heals the Blind Bartimeus at Jericho. (Luke 18:35-43.)

Ha32. Jesus Healing the Sick at Capernaum. (Mark 1:32-34.)

Ha737. Jesus Heals the Nobleman's Son. (John 4:46-54.)

Filmstrips, Cathedral

Man of Faith. (Mark 2.) 40 frames. \$2.50. (Based on the healing of the paralytic.)

Blind Beggar of Jerusalem. 40 frames. \$2.50

(Based on John 9:1-39.)

SVE Pictorial

Jesus as a Healer. 50 frames. \$2.00.

Motion Pictures, Cathedral

Man of Faith. Sound, 27 minutes. Rental, \$6.00.

Jairus' Daughter. Sound, 27 minutes. Rental, \$8.00.

LESSON 4

Jesus Teaches About the Kingdom
SVE Kodachrome Slides

Ha72. The Sermon on the Mount. (Matthew 5:6.)

Ha751. The Parable of the Mustard Seed. (Matthew 13:31-32.)

Ha97. The Sower. (Mark 4:1-32.)

Ha98. The Leaven. (Matthew 13:33.)

Ha752. Jesus Tells the Disciples of the Kingdom of Heaven. (Matthew 13:36-52.)

SVE Pictorial

Christ as a Teacher. 50 pictures. \$2.00.

Motion Picture, American Bible Society

Parable of the Sower. 18 minutes. Rental, \$7.50.

(Jesus tells the Parable of the Sower and explains it. Matthew 13:1-23.)

Continued next month

The Best Superintendent

From page 6

school runs itself, but such is not the case. The personality and deep spiritual life of this man is the power behind it all. To be sure, he knows the mechanics of a school, how to organize, open and close sessions; how to maintain discipline, secure financial support; how to evangelize and interest still others in his ever enlarging school, but above and beyond all this is the religious sincerity and humility of the man. Everybody has faith in him.